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AUTHOR Hillison, John
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ABSTRACT

A study was conducted to identify the concerns of vocational teacher education students (non-teaching concerns and teaching concerns). The population for this study consisted of approximately 225 vocational education students (agricultural, business, distributive, home economics, industrial, and vocational-industrial education) enrolled in either an undergraduate methods course or in student teaching at Virginia Polytechnic Institute and State University. An open-ended pre- and post-instrument, which permitted the students to state in words, phrases, or sentences any number of concerns which may have been on their minds at the time of administration, was used. A total of 2,149 concern statements were collected and then coded into one of four concern levels and corresponding numerical values: non-teaching (0), self (1), task (2), and impact (3). The findings included the following: differences in concern level existed among students in the different vocational program areas at various points in their undergraduate program; female students had a slightly higher level of concern than did males, minority sex groups had a higher level of concern than the majority sex groups, and student teachers generally had a higher level of concern than methods students. (JH)

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THE CONCERNS OF VOCATIONAL EDUCATION
METHODS STUDENTS AND STUDENT TEACHERS

John Hillison

Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

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John Hillison

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Teacher educators as well as classroom teachers have typically wondered what their students are thinking about - what is really on their minds. One problem in determining the actual interest of students is a lack of willingness on their part to orally express what is holding their attention. This hesitancy may be as a result of fear or shyness on the students' part.

It appears that students will generally be more willing to express true feelings if it can be done in an anonymous manner. Teacher educators can then more accurately identify those needs and interests.

Accurately determining students' interests will certainly permit more humanistic instruction. Fuller (1971) makes the point that:

The charge of students is, essentially, that their needs, as they experience these needs, are not considered by those who plan professional preparation for them. Students feel they are taught only what teacher educators believe teachers need. They feel they are not taught what they believe they need. (p. 197)

Teacher educators have long determined content for such courses as methods and student teaching based upon anticipated needs for the ultimate preparation of teachers. Such content has traditionally been based upon both pragmatic and research determined needs of teachers. The course content sequencing has generally been based upon logic, available classroom and laboratory time, etc.

Fuller (1971) made two additional points concerning the importance of centering teacher education course content and experiences around the identifiable interests of students.

"Relevance might be thought of as a 'match' between concerns (the problem the student is working on) and program (the problem the student is given help with)."

When students were taught material at the time it concerned them, some important effects were observed. First, students' satisfaction with both courses and instructor was greater than when they were taught material which did not concern them at that time. Second, all

course content related to teaching seems to be of concern to teachers at some time and in some form. (p. 10)

Frances Fuller's work was primarily with elementary education teachers and prospective teachers.

Two studies have been identified which studied the concerns of vocational educators. Hillison examined the concerns of agricultural educational subjects, while Lundstrom and Murphy examined the concerns of home economics first year teachers.

Among Hillison's findings were (1977):

. . .female agricultural education students had a higher level of concern than male students. The first year teachers started the year primarily concerned about self. However, by the end of the year, they were primarily task concerned. The first year teachers expressed concerns about such time demanding aspects as completing state department reports, planning lessons and ordering materials for their departments. (p. 13)

Lundstrom and Murphy's study (1976) centered around:

This study was designed to determine the concerns or feelings of first year teachers (of home economics) and to determine which, if any, situational factors of socializing groups and environmental influences in the school and community were related to these concerns.

Situational Factors in the School and Community (the independent variable) were defined as (1) groups which act as agents in the socialization of beginning teachers, and (2) in-school and out-of-school factors in the teachers' environments, such as class size, number of daily lesson preparations, living conditions, and friends. (p. 65)

Both the Hillison and Lundstrom and Murphy studies concluded that additional service areas in vocational education should be examined for the determination of concerns.

Objectives

The major purpose of this study was to monitor the concerns of vocational

education methods, students, and student teachers at Virginia Polytechnic Institute and State University during the school year 1977-78.

Specific objectives accomplished by the study were:

1. To determine the concerns of students.
2. To categorize the expressed concerns.
3. To determine if a difference existed among vocational program area majors in expressed concerns.
4. To determine if a difference in concern level existed between males and females.
5. To determine if a difference existed between the concerns level of vocational methods students and vocational student teachers.

Limitations

The results of the study were subject to the following limitations:

1. Data were collected from only vocational education majors.
2. Data were collected from only students at Virginia Polytechnic Institute and State University.
3. Because of mitigating circumstances such as inclement weather and illness, concerns statements were not collected from distributive education student teachers or from home economics student teachers on a post-observation basis.

Definition of Terms

Concern = Something which engages the mind or interests of the mind.

Vocational Education Student = An individual majoring in agricultural education, business education, distributive education, home economics education, industrial arts or vocational industrial education at Virginia Polytechnic Institute and State University.

Design and Conduct of the Study

The overall design of the study was that of survey research. The concerns of vocational education students were collected, coded and analyzed.

Population and Sample

The population was composed of all vocational education students enrolled in either an undergraduate methods course or in the student teaching experience.

The sample consisted of students who actually completed the instrument expressing their concerns. No attempt was made to randomly select a sample from the population. Student teachers completing the instrument were students in a methods class prior to student teaching.

The sample was composed of slightly over 225 students. Because of the anonymous manner in which the instruments were completed, it was impossible to determine exactly which students were present at the time of the pre-observation and absent at the time of the post-observation and vice versa. Consequently, the exact sample size could not be determined.

Instrumentation

The instrument utilized in the study was one developed by Fuller at the Research and Development Center for Teacher Education, the University of Texas at Austin. This open-ended instrument permits subjects to state in words, phrases or sentences any number of concerns which may be on their minds at the time of administration. Note the Appendix page 26 for a copy of the instrument.

The instrument had been used previously by Fuller in 1971 for extensive work at the University of Texas. It was also used with agricultural education students by Hillison in 1977.

Data Collection

Prior to the administration of the instrument, each program area's program area leader granted permission for the utilization of the instrument. Each course instructor of methods and each university supervisor of student teachers were personally contacted by the project director. All instructors and supervisors involved granted their permission to participate in the study.

The concerns statements were collected during the first week and the last week of the quarter for the methods courses. The instruments utilized were administered by the instructor of the course.

The concern statements for the student teachers were collected during the first and last supervisory visits made by the university supervisor. Generally, the pre-observation was made during the second or third week of the quarter, while the post-observation was made during the ninth or tenth week of a ten week quarter.

Data Coding

The open-ended concern statements were coded by the project director. One coder was utilized in an attempt to minimize variability and to maximize coding reliability.

Four coding categories were utilized for coding purposes. These categories and the numerical code utilized are summarized in Table 1.

Table 1
Coding Categories for Levels of Concern

Concern Level	Code Utilized
Non-teaching	0
Self	1
Task	2
Impact	3

Non-teaching concerns. All non-teaching concerns were coded as a zero. Such statements were considered to be unrelated to teaching. Examples of non-teaching concerns were:

1. Will I have a better chance at a job?
2. Will I be able to teach in the area of the state I want?

Self Concerns. All self concerns were coded as one. Such concerns focused on self as the center of attention. They involved statements emphasizing adequacy of self, evaluation of self and opinion of self. Examples of self concerns were as follows:

1. Using discipline with students.
2. How well will I get along with students?

Task Concerns. All task concerns were coded as a two. Such concerns focused upon the procedures of teaching, work required of teaching and typically the time aspect. Examples of task concerns were:

1. Writing fair tests.
2. Developing lesson plans.

Impact Concerns. Impact concerns were coded as a three. Such concerns emphasized the student as a center of attention. In general, the emphasis was on helping the student and thinking about the student. Examples of impact concerns were:

1. What is important for the student?
2. Developing each student's skills.

A sample sheet of the most commonly written concerns and their code was established early in the project. This sheet was utilized to enhance coding reliability as the project progressed. Note appendix pages 29-30 for the sample coding sheet.

Analysis of Data

Data were analyzed by use of frequency counts, percentages and medians.

The Statistical Package for the Social Sciences (SPSS) was utilized as the statistical analysis program. The computer facility at VPI & SU was used for the analysis.

The following questions were answered by the analysis of data:

1. What difference, if any, exists among the concerns expressed by students enrolled in the methods course and student teaching experience for the vocational program areas at VPI & SU?
2. What difference, if any, exists between the concerns expressed by male and female students enrolled in methods class and student teaching for the vocational-technical program at VPI & SU?
3. What difference, if any, exists between the concerns expressed by vocational-technical methods students and student teachers at VPI & SU?

Results of the Study

Tables 2 through 25 indicate many interesting results which were obtained by the study.

Table 2
Concerns of Agricultural Education Methods Students

Level of Concern ^a	Pre-Observation (n = 41)		Post-Observation (n = 41)	
	Frequency	Percent	Frequency	Percent
0	8	4.0	30	14.2
1	93	46.3	95	44.8
2	74	36.8	72	34.0
3	26	12.9	15	7.1
Total	201	100.0	212	100.1
Median	1.50		1.30	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 3
Concerns of Agricultural Education Student Teachers

Level of Concern ^a	Pre-Observation (n = 41)		Post-Observation (n = 38)	
	Frequency	Percent	Frequency	Percent
0	16	7.2	18	10.0
1	105	47.3	84	41.1
2	77	34.7	73	40.6
3	24	10.8	15	8.3
Total	222	100.0	180	100.0
Median	1.40		1.47	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 4

Agricultural Education Total Concerns for Methods Students and Student Teachers

Level of Concern ^a	Pre-Observation (n = 82)		Post-Observation (n = 79)	
	Frequency	Percent	Frequency	Percent
0	24	5.6	48	11.9
1	198	46.8	179	44.5
2	151	35.7	145	36.1
3	50	11.8	30	7.5
Total	423	99.9	402	100.0
Median	1.47		1.35	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 5

Concerns of Business Education Methods Students

Level of Concern ^a	Pre-Observation (n = 16)		Post-Observation (n = 15)	
	Frequency	Percent	Frequency	Percent
0	0	00.0	18	25.0
1	22	44.9	30	41.7
2	14	28.6	9	12.5
3	13	26.5	15	20.8
Total	49	100.0	72	100.0
Median	1.68		1.10	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 6
Concerns of Business Education Student Teachers

Level of Concern ^a	Pre-Observation (n = 8)		Post-Observation (n = 8)	
	Frequency	Percent	Frequency	Percent
0	0	00.0	5	35.7
1	12	40.0	5	35.7
2	8	26.7	3	21.4
3	10	33.3	1	7.1
Total	30	100.0	14	99.9
Median	1.88		0.90	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 7
Business Education Total Concerns for Methods Students and Student Teachers

Level of Concern ^a	Pre-Observation (n = 24)		Post-Observation (n = 23)	
	Frequency	Percent	Frequency	Percent
0	0	00.0	23	26.7
1	34	43.0	35	40.7
2	22	27.8	12	14.0
3	23	29.1	16	18.6
Total	79	99.9	86	100.0
Median	1.75		1.07	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 8
Concerns of Distributive Education Methods Students

Level of Concern ^a	Pre-Observation (n = 16)		Post-Observation (n = 13)	
	Frequency	Percent	Frequency	Percent
0	14	15.7	2	4.4
1	42	47.2	28	62.2
2	23	25.8	14	31.1
3	10	11.2	1	2.2
Total	89	99.9	45	99.9
Median	1.46		1.23	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 9
Concerns of Home Economics Methods Students

Level of Concern ^a	Pre-Observation (n = 37)		Post-Observation (n = 34)	
	Frequency	Percent	Frequency	Percent
0	13	6.4	3	1.7
1	99	48.5	82	47.7
2	75	36.8	80	46.5
3	17	8.3	7	4.1
Total	204	100.0	172	100.0
Median	1.40		1.51	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 10
Concerns of Home Economics Student Teachers

Level of Concern ^a	Pre-Observation (n = 8)		Post-Observation (n = 0)	
	Frequency	Percent	Frequency	Percent
0	4	8.9	0	
1	13	28.9	0	
2	26	57.8	0	
3	2	4.4	0	
Total	45	100.0	0	
Median	1.71			

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 11
Home Economics Total Concerns for Methods Students and Student Teachers

Level of Concern ^a	Pre-Observation (n = 45)		Post-Observation (n = 34)	
	Frequency	Percent	Frequency	Percent
0	17	6.8	3	1.7
1	112	45.0	82	47.7
2	101	40.6	80	46.5
3	19	7.6	7	4.1
Total	249	100.0	172	100.0
Median	1.46		1.51	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 12
Concerns of Industrial Arts Methods Students

Level of Concern ^a	Pre-Observation (n = 39)		Post-Observation (n = 35)	
	Frequency	Percent	Frequency	Percent
0	16	10.1	13	9.5
1	76	47.8	66	48.2
2	44	27.7	46	33.6
3	23	14.5	12	8.8
Total	159	100.1	137	100.4
Median	1.34		1.34	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 13
Concerns of Industrial Arts Student Teachers

Level of Concern ^a	Pre-Observation (n = 14)		Post-Observation (n = 9)	
	Frequency	Percent	Frequency	Percent
0	4	7.1	4	10.8
1	24	42.8	11	29.7
2	14	25.0	15	40.5
3	14	25.0	7	18.9
Total	56	99.0	37	99.9
Median	1.50		1.73	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 14
Industrial Arts Total Concerns
for Methods Students and Student Teachers

Level of Concern ^a	Pre-Observation (n = 51)		Post-Observation (n = 44)	
	Frequency	Percent	Frequency	Percent
0	20	9.3	17	9.8
1	100	46.5	77	44.3
2	58	27.0	61	35.1
3	37	17.2	19	10.9
Total	215	100.0	174	100.1
Median	1.38		1.41	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 15
Concerns of Industrial Education Methods Students

Level of Concern ^a	Pre-Observation (n = 25)		Post-Observation (n = 14)	
	Frequency	Percent	Frequency	Percent
0	32	21.6	13	19.4
1	36	24.3	11	16.4
2	46	31.1	29	43.3
3	34	23.0	14	20.9
Total	148	100.0	67	100.0
Median	1.63		1.82	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 16

The Total Concerns of Vocational Technical Methods Students

Level of Concern ^a	Pre-Observation (n = 174)		Post-Observation (n = 152)	
	Frequency	Percent	Frequency	Percent
0	83	9.8	79	11.2
1	368	43.3	312	44.2
2	276	32.5	250	35.5
3	123	14.5	64	9.1
Total	850	100.0	705	100.0
Median	1.43		1.38	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

Table 17

The Total Concerns of Vocational Technical Student Teachers

Level of Concern ^a	Pre-Observation (n = 71)		Post-Observation (n = 55)	
	Frequency	Percent	Frequency	Percent
0	24	6.8	27	11.2
1	154	43.6	100	41.5
2	125	35.4	91	37.8
3	50	14.1	23	9.5
Total	353	99.9	241	100.0
Median	1.49		1.44	

^a0 = Non Teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 18
The Total Concerns of Vocational Technical
Methods Students and Student Teachers

Level of Concern ^a	Pre-Observation (n = 245)		Post-Observation (n = 207)	
	Frequency	Percent	Frequency	Percent
0	107	8.9	106	11.2
1	522	43.4	412	43.6
2	401	33.3	341	36.0
3	173	14.4	87	9.2
Total	1203	100.0	946	100.0
Median	1.45		1.39	

^a0 = Non teaching Concern, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 19
Median Values for Concerns of Pre-Service Students by Program Area

Program Area	Methods		Student Teaching		Total	
	Pre	Post	Pre	Post	Pre	Post
Agricultural Education	1.47	1.35	1.40	1.47	1.47	1.35
Business Education	1.68	1.10	1.88	.90	1.75	1.07
Distributive Education	1.46	1.23	N.C.	N.C.	1.46	1.23
Home Economics Education	1.40	1.51	1.71	N.C.	1.46	1.51
Industrial Arts Education	1.34	1.34	1.50	1.73	1.38	1.41
Industrial Education	1.63	1.82	N.C.	N.C.	N.C.	N.C.
Total	1.43	1.38	1.49	1.44	1.45	1.39

N.C. = Not Collected

TABLE 20
The Concerns of Vocational Technical
Methods Students by Sex - Pre-observation

Level of Concern ^a	Male (n = 90)		Female (n = 72)	
	Frequency	Percent	Frequency	Percent
0	34	8.3	37	9.8
1	174	42.6	168	44.6
2	136	33.3	125	33.2
3	64	15.7	47	12.5
Total	408	99.9	377	100.1
Median	1.48		1.40	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 21
The Concerns of Vocational Technical
Methods Students by Sex - Post-observation

Level of Concern ^a	Male (n = 79)		Female (n = 66)	
	Frequency	Percent	Frequency	Percent
0	57	16.1	14	4.7
1	153	43.3	131	44.0
2	113	32.0	131	44.0
3	30	8.5	22	7.4
Total	353	99.9	298	100.0
Median	1.28		1.53	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 22
The Concerns of Vocational Technical
Student Teachers by Sex - Pre-observation

Level of Concern ^a	Male (n = 56)		Female (n = 25)	
	Frequency	Percent	Frequency	Percent
0	26	8.7	6	5.2
1	140	47.0	42	36.5
2	84	28.2	49	42.6
3	48	16.1	18	15.7
Total	298	100.0	115	100.0
Median	1.38		1.69	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 23
The Concerns of Vocational Technical
Student Teachers by Sex - Post-observation

Level of Concern ^a	Male (n = 47)		Female (n = 17)	
	Frequency	Percent	Frequency	Percent
0	28	12.4	11	14.9
1	89	39.4	37	50.0
2	82	36.3	22	29.7
3	27	11.9	4	5.4
Total	226	100.0	74	100.0
Median	1.46		1.20	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 24
The Total Concerns of Vocational-Technical
Pre-service Majors by Sex

Level of Concern ^a	Male (n = 272)		Female (n = 180)	
	Frequency	Percent	Frequency	Percent
0	195	11.3	68	7.9
1	556	43.3	378	43.8
2	415	32.3	327	37.8
3	169	13.2	91	10.5
Total	1285	100.1	864	100.0
Median	1.39		1.46	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

TABLE 25
The Concerns of Vocational-Technical Pre-service
Majors by Majority or Minority Sex

Level of Concern ^a	Majority Sex (n = 225)		Minority Sex (n = 52)	
	Frequency	Percent	Frequency	Percent
0	114	11.1	6	2.4
1	444	43.1	88	35.5
2	348	33.8	105	42.3
3	123	12.0	49	19.8
Total	1029	100.0	248	100.0
Median	1.40		1.79	

^a0 = Non Teaching, 1 = Self Concern, 2 = Task Concern, 3 = Impact Concern

The majority sex was considered the sex within a service area that has the most members. For purposes of this study to be included on Table 25 the service area had to have at least one subject in the minority category. The specific majority sexes utilized were males in agricultural education, females in business education, males in industrial arts and males in industrial education.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A total of 2,149 statements of concern were collected from over 225 subjects. The subjects were pre-service methods students and student teachers majoring in vocational-technical education at Virginia Polytechnic Institute and State University. The statements of concern were coded into four different categories. Various questions were answered indicating that some practical differences existed among the students in vocational program areas at some point in their undergraduate preparation.

1. What difference, if any, exists among the concerns expressed by students enrolled in the methods course and student teaching experience for the vocational-technical program areas at VPI & SU?

The highest level of concerns expressed were by business education student teachers at the pre-observation stage with a median of 1.88. The lowest level of concerns were expressed by business education student teachers at the post-observation stage with a median of 0.90.

For methods classes, the total concerns expressed by all students went from a pre-observation median of 1.43 to a post-observation median of 1.38. Students in the program areas of agricultural education, business education and distributive education showed decreases. Students in the program areas of home economics education and industrial education showed an increase, while students in industrial arts stayed the same.

For student teachers, the total concerns expressed by all students went from a pre-observation of 1.49 to a post-observation of 1.44. Students in business education showed a decrease, while students in agricultural education and industrial arts education showed an increase.

2. What difference, if any, exists between the concerns expressed by male and female students enrolled in methods class and student teaching for the vocational-technical education program at VPI & SU?

Female vocational-technical students had a slightly higher total level of concern with a median of 1.46 than did males with a median of 1.39. The males had a higher level of concerns at the pre-observation for methods and at the post-observation for student teaching. The females had a higher level of concerns at post-observation for methods and at pre-observation for student teaching.

An interesting observation was made when members of the majority sex were compared to members of the minority sex within a program area. The minority sex had a median concerns level of 1.79 while the majority sex had a concerns level of 1.40.

3. What difference, if any, exists between the concerns expressed by vocational-technical methods students and student teachers at VPI & SU?

The median concern level for both the pre-observation and post-observation was slightly higher for student teachers than methods students. When comparisons were made between the concerns of method's students and student teachers, the student teachers generally had the higher level of concern. For the seven direct comparisons which can be made between method's students and student teachers, e.g. methods post-observation to student teaching post-observation, five were higher as student teachers. Two out of three pre-observation to post-observation median values for student teachers increased. Two out of four pre-observation to post-

observation median values for method's students increased, while one stayed the same.

For the four direct comparisons that could be made between the post-observation as a method's student to the pre-observation as a student teacher, all showed a higher level as a student teacher. For the majority of students the next experience following methods class was to student teach.

Conclusions

1. It is possible to monitor the concerns of vocational-technical method's students and student teachers.
2. It is possible to categorize the statements of concerns expressed into four coding categories.
3. For many pre-service students, lower level non teaching and self concerns were satisfied early in the student teaching experience. A general trend indicated that even more lower level concerns were satisfied as the student teaching experience continued.
4. With the rather large difference which was found between majority and minority sex, with the higher level favoring the minority sex, there appears to be an interesting difference in outlook toward teaching. The members of a minority sex within a vocational service area appear to have a different attitude as expressed by concerns, than do members of the majority sex. This finding is particularly interesting when a relatively small median value difference (1.39 for males and 1.46 for females) was found between males and females.
5. There appears to be a positive relationship between the amount of experience a teacher has and the satisfaction of lower level concerns.

This was evident with the pre-service students while student teaching and with the relatively high median concerns expressed by the inservice industrial education teachers of 1.63 at pre-observation for methods and 1.82 at pre-observation for methods.

Recommendations

1. This study should be replicated in other universities that have a department or division of vocational-technical education.
2. A comparison study should be made between the concerns of vocational-technical education majors and other secondary education majors and/or elementary education majors.
3. A longitudinal study should be launched which attempts to determine the relationship between years of teaching experience and concerns level.

A P P E N D I X

DATE _____ Course No. _____

Program Area _____ Years Teaching Experience _____

Instructor _____ Sex M F

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT?
(Do not say what you think others are concerned about, but only what
concerns you now). Please be frank.

1.

2.

3.

4.

5.

6.

7.

8.



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

TO: Vocational-Technical Education Instructors of Methods
and Student Teaching Courses

FROM: John Hillison

SUBJECT: Data Collection for Concerns Based Instruction

DATE: September 13, 1977

Attached please find a set of instruments for collecting students' level of concerns. Please try to follow the listed instructions so that we will have maximum consistency of administration across the division.

Most students take about ten (10) minutes to complete the instrument. Please try to return the instruments to me as soon as is feasible. I will return the coded instruments to you as soon as possible. I will give you another set of instruments prior to the last week of the Fall Quarter.

If any of you have any questions or would like to discuss the project further, call me at 6836.

INSTRUCTIONS

1. Methods class - Try to use during the first week of classes.
2. Student teaching - Try to use during the first visit.
3. Give each student one copy of the instrument.
4. Discourage students from writing their names on the paper.
5. Encourage students to accurately complete the information at the top of the page. For sex, have the students circle either M or F, whichever is appropriate.
6. For years of teaching experience, have the students write their teaching experience. For most students this will be zero.
7. Students may write statements, phrases or just a series of words to express their concerns.
8. Students do not have to write exactly eight concerns.
9. Do not discuss how their concerns will be categorized.

CODING OF CONCERNS

1. Accomplishment, giving the students a feeling of = 2
2. Atmosphere, establishing an informal = 2
3. Attention, holding students = 2
4. Attitude, projecting a positive = 2
5. Boring, not the students = 2
6. Career, is teaching the right = 0
7. Creditable, will I be to students = 1
8. Discipline, using with students = 1
9. Enjoy, will I teaching = 1
10. Enjoying, are students = 3
11. Enthusiastic, being = 2
12. FFA, working with = 1
13. Frustration, can I handle = 1
14. Grading, fairly = 2
15. Help, better the student = 3
16. Important, what is for student = 3
17. Interest, holding the classes = 1
18. Interesting, making the subject matter = 2
19. Job, better chance at = 0
20. Learn, getting the students to really = 2
21. Learning, are students = 3
22. Legal, restrictions or implications = 1
23. Lesson plan, developing = 2
24. Level, teaching on student's = 3
25. Material, presenting in class = 2
26. Materials, to make lesson go smoothly = 2
27. Methods, using a variety = 2

28. Most, getting the from students and myself = 2
29. Motivating, the student to learn = 2
30. Pacing, class and myself = 2
31. Parents, comments from = 1
32. Patience, do I have enough = 1
33. Personnel, getting along with school = 1
34. Positive mark, I hope to leave = 1
35. Relaxed, in front of group = 1
36. Respect, from faculty and students = 1
37. Responsibilities, outside the classroom = 2
38. Safety, providing for students = 2
39. Salaries, low = 0
40. Skills, developing each students = 3
41. Skills, developing my own = 2
42. Special needs, working with = 1
43. Standards, improving education = 3
44. Subject, not knowing well = 1
45. Subject matter, what should be emphasized = 2
46. Teaching, better than I was taught = 1
47. Tests, writing fair = 2
48. Think, for students to do so by themselves = 3
49. Time, using efficiently = 2
50. Up-to-date, keeping = 2
51. Woman, image as = 1
52. Students, relating to = 3
53. Slow learners, patient with = 2
54. Materials, available for use = 2
55. Class size = 2

References

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Lundstrom, Karen V. and Murphy, Patricia D., "Concerns of First Year Teachers of Home Economics," The Journal of Vocational Education Research, Vol. 1, No. 2, (Spring, 1976).